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ABSTRACT

The broadcasting media's treatment of Appalachia was cited as one example of the massive failure of America's institutions to meet the needs of the area's people. From government at all levels to churches, private agencies, schools, colleges, labor unions, etc., the region has received an unequal share of exploitation, netlect, unfulfilled promises, and misguided assistance. Focusing on higher education, the document pointed out that as many as 65% of Appalachian students drop out of high school before graduation, and only 1 to 10 graduate from college. The young Appalachian left behind by the higher educational system becomes the object of complicated channeling devices -- county programs, the draft, and vocational education. In 1968, however, the West Virginia Commission on Higher Education reported that only about 18% of the state's students had access to vocational training. Among the colleges and universities in the area, there have been few efforts to develop and design a program which integrates remedial education, guidance and counseling, and financial assistance into an overall educational environment. Therefore, the developmental stages which must be formulated to combat this situation are: (1) the commitment of the educational institutions; (2) recruitment and selection of students, especially "high risk" students; (3) the development of a fully accredited college level curriculum; (4) the development of a supportive services system; and (5) the organization of a staff development program. (KM)

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SEEKING EQUAL EDUCATIONAL OPPORTUNITY FOR APPALACHIAN YOUTH

An Address by James Branscome
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to the West Virginia Council of Colleges on Appalachian Youth
Buckhannon, West Virginia
November 6, 1970

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In September CBS began its new television season with the theme, "Let's All Get Together." If you watch television on Tuesday nights, you know that who got together, back-to-back, is the stars of three of America's most popular TV programs: The Beverly Hillbillies, Green Acres, and Hee-Haw. Each week millions of Americans gather around their sets to watch this combination which has to be the most intensive effort ever exerted by a nation to belittle, demean, and otherwise destroy a minority people within its boundaries. Within the three shows on one night, hillbillies are shown being conned into buying the White House, coddling a talking pig, and rising from a cornpatch to crack the sickest jokes on TV -- all on the same channel only a short while after Eric Sevareid has finished lecturing the American public on decency, integrity, dignity, and all other great virtues to which he and his network supposedly adhere.

If similar programs, even approaching the maliciousness of these (say like Amos and Andy), were broadcast on Blacks, Indians, or Chicanos, there would be an immediate public outcry from every liberal organization and politician in the country and a scathing editorial in the Times about the program's "lack of taste." The new culture people would organize marches and prime-time boycotts and perhaps, even, throw dog dung at Eva Gabor as she emerged from her studio. They might even go a step further and deal with the hillbilly-maligning patriot Al Capp. But in this, as in all things Appalachian, silence. America is allowed to continue laughing at this minority group because on this all of America agrees: hillbilly ain't beautiful.

The treatment given by the media to Appalachia is only one example of the massive failure of America's institutions for a century to meet the need of the people of the region. From government at all levels to churches, private welfare agencies, schools, colleges, labor unions, foundations, newspapers, corporations, ad infinitum, the region has received an unequal share of exploitation, neglect, unfulfilled promises and misguided assistance.

Since our subject tonight is Appalachian youth, let me describe to you how this failure of our institutions impinges upon the educational opportunity of an Appalachian youth from birth to age 21 when he should have graduated from college.

It has always been asserted with pride that America takes great interest in its children, if in nothing else. It should be pointed out, however, that this "child-dominated" society has interest only in certain children. Of the more than 925,000 poor children under six in Appalachia as estimated by OEO, only about 100,000 receive cash benefits in their home from Aid For Dependent Children. While the national participation rate of children in Head Start programs decreased three per cent between 1967 and 1969, the Appalachian participation decreased fifteen per cent. The greatest decrease in Appalachia, significantly, was in full-year programs, those regarded as most beneficial to poor children. What other group in the country received the benefits from the cutbacks is unimportant here; that "hillbillies" were not on the priority list is obvious.

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In the area of prenatal and infant care, the situation in Appalachia is even more alarming. Examinations of children in several areas of the region have shown that as many as seventy per cent of those examined have parasitic infectation, one of the contributing causes to Appalachia's unusually large number of retarded and "slow" children. If the Appalachian infant mortality rate were reduced at the same rate as East Germany's in a five year period as reported by the World Health Organization, then the lives of more than 1,000 children a year could be preserved. In areas of the region, as a matter of fact, the situation worsened over a decade. In Lamar County, Alabama, for example, the infant mortality rate rose from 32.5 per cent to 40.9 per cent in ten years. Hancock County, Tennessee's rate rose from 21.4 per cent to 42.2 per cent in the same time period. While increased attention to child development at the national and regional level promises to better the situation, for many lives and for many minds the help is too late. Perhaps if it were possible to estimate the number of mountain children who would be alive and healthy if Appalachia had received and retained a more equitable share of the nation's wealth, then institutions could be persuaded more easily to invest in saving children. Irregardless, until the case is made, we all labor under the curse of the prophets and the admonitions of the poets (increasingly, it seems, the only really sane people), that the final judgemnt on civilization and their institutions rests on how well they treat their children, who are -- in appeal at least -- the "least of these."

The Appalachian child that makes it to school does not find that the institution America has charged with equipping youth with basic "survival" skills is any better prepared to serve his needs. The inability and unwillingness of local governments to tax the property and extractive resources of large corporations has resulted in an educational system in Appalachia that can only be compared with that in the so-called under-developed nations in the world. Add to this the absolute resistance of middle class teachers to acknowledge the unique cultural heritage of the Appalachian youth, and you have a laboratory for studying one of the classic historical struggles between a nation intent on erasing a minority from its midst and a people intent on preserving their identity and life style at any cost to themselves. In an Appalachian school the middle class aspiring teaching is just as insistent that the student be aggressive, obedient, joyless -- in short, everything that his culture tells him he is not -- as is the teacher in a Bureau of Indian Affairs school on a reservation. No wonder then that as many as 65 per cent of the students drop out of school before graduation and only one out of ten Appalachian students graduates from college.

Responding to the fiscal needs of the Appalachian educational system alone is overwhelmingly beyond the capacity of government agencies as they are presently funded. In 1967, for example, the Office of Education estimated that the construction needs of the 13 Appalachian states represented over 42 per cent of the total school construction needs of the entire country. It would require the additional expenditure of 363 million dollars annually just to raise the per pupil expenditures of Appalachian schools to the national average. Title I of the Elementary and Secondary Education Act, designed to increase the amount of funds available for the teaching of disadvantaged students, will spend more money on an equal number of students in the schools of Westchester, New York, where the number of poor students is about three per cent of the student body, than it will in a county in Appalachia where more than half of the student body is poor. Talent Search, a special college recruitment and placement program funded by Congress for high-risk students, spends only 3.8 per cent of its money in Appalachia, compared to the 10 per cent the region deserves. Just to make the Appalachian educational system equal in educational resources to the nation will require a miracle at a time when no miracle workers are to be found.

While Appalachia is heavily populated with institutions of higher learning supported by various church denominations and state governments, the region's students are no better served here than in the secondary institutions. Neither is the region's need for professional and para-professional manpower. No institution of American society, in fact, is more divorced from Appalachia than the higher educational system which resides within it.

Forced by accrediting agencies, visiting boards and hundreds of other pressures to maintain a facade of "academic excellence" and of offering "a sound liberal arts education", usually with Christ thrown in there somewhere, the church-supported schools spend little time thinking about the community below their own mountainside. Their emphasis on admitting Appalachian students is so small, their tuition so high, and pressure from church supporters outside the region to admit their sons and daughters so intense, that most of these colleges have an inordinately high percentage of students from states like New Jersey. Certainly to these colleges "Christian" education has nothing to do with serving the victims of Caesar's educational system.

The "open door" policies of state universities are often, in actuality, "revolving doors" for the Appalachian students. Once the student is admitted and the fees collected either from him or the state, the more aggressive and well-trained student from another section of the state and the freshman composition teacher can be expected to send the Appalachian student scurrying home. In January, 1968, the National Association of State Universities and Land Grant Colleges summed up the record of its counterparts in the region with, "To maintain quality they raised student charges substantially, turned away qualified students, limited enrollments, and refused urgently needed public services."

The regional universities and colleges place little emphasis on promoting a regional consciousness on the part of their students. In fact, there is not at present a single Appalachian studies program in the region which could begin to rival the offerings in Far Eastern studies or astronomy. They continue and intensify a channeling process begun by the elementary teacher to send the Appalachian student -- ashamed of his background and ill-equipped to meet the needs of his region -- into middle class society outside the region. The sixteen-year process of credentializing that the student has been subjected to becomes finally a ticket to the world of Dick and Jane and the affluence of America built at Applachia's expense. A region which needs more than 200,000 college graduates -- a minimum of 5,000 physicians, many more thousands of nurses, teachers, businessmen, government leaders, ad infinitum -- has lost again in its struggle with America's institutions.

The young Appalachian left behind by the higher educational system is destined to be the object of a number of complicated channeling devices. Certainly the male youth, if he can pass the examinations, is eligible for one of the more obvious youth channeling programs in the country, the draft, and, too, the volunteer army. Selective Service does not maintain records on Appalachians as a group, but the number in the service is estimated to be higher than their percentage in the population because the armed forces represent the only opportunity available to many young mountain men. It is estimated also that the State of West Virginia, the only state entirely in Appalachia, has had twice the number of men die in the Vietnam war than was her "share" population-wise. For the youth who seeks opportunity and training in some special opportunity program such as the Job Corps, the fate may not be a great deal more encouraging. Because of the Job Corps' resistance to establishing a Center especially for Appalachian youth, these youth are sent to camps both within and outside the region where the population may be largely urban and black.

Combine his unfamiliarity with urban life and blacks with his affinity for home and family, and you can easily understand why the Appalachian youth drops out of the program in equal frequency with his Indian counterpart. Even if he lasts the program out, according to Joint Action in Community Service, the agency which contracts with Job Corps to place and counsel graduates, it is very difficult to find him a job or to locate a person or agency willing to assist him in the mountains.

For the youth who has not dropped out of school by the ninth grade and who has no prospect of attending college, vocational training represents the only channel open to him. Many find it a wicked channel indeed. Three years ago the Education Advisory Committee of the Appalachian Regional Commission reported that 50 per cent of all vocational training programs in the region consisted of agriculture and home economics -- areas in which there were almost no job openings. Since that report the Commission and the states have required all 235 vocational programs which they have funded to teach job-relevant skills. While only half of the schools are now open and no thorough evaluation has been reported, it is expected that the schools will be significantly better than their counterparts.

As late as 1968, however, the West Virginia Commission on Higher Education reported that only about 18 per cent of the students in the state had access to vocational training. Given the fact that post-high school vocational training is still not available to the majority of Appalachian youth, this major channel of supposed opportunity still has a long way to go to overcome the serious handicaps it has represented in the past. And with improvement, vocational education's role may become to channel all the so-called disadvantaged students into neat slots, thereby diminishing not only the student, but vocational education as well. Additionally, so long as vocational school graduates must leave the mountains to find jobs, the region will remain a loser. It is already estimated that 900,000 high school graduates will have to leave the region to find jobs in the decade of the 70's. They will be people the cities do not want and people the region cannot afford to lose.

The fact that a mountain youth takes advantage of the opportunity to finish high school and apply to college does not guarantee that the tentacles of the system will let him go. For instance, one of the high-risk students that I taught in the Upward Bound program at Berea College applied and was accepted last fall at the college. Sometime during the spring he was approached by a recruiter for the FBI who gave him a hard sell on the benefits of working for them in Washington. He dropped the idea of college and is now a low-paid clerk at FBI headquarters. Since this incident I have checked with school personnel in other areas of the region and found that intensive recruitment of high school graduates in rural areas is now carried out by the FBI and other government agencies who do not find it lucrative to look for clerks and typists in urban high schools. The law, it seems, does have a long arm and no qualms about modern forms of impressment.

Most high school dropouts -- excepting those who marry and manage to find work or welfare payments -- and unemployed high school graduates eventually end up being forced to migrate to find work. In West Virginia, for instance, 70 per cent of the young people leave before they reach the age of 24.

The many roadblocks that I have described that stand in the way of equal educational opportunity for Appalachian youth do not, I know, lend to optimism. However, I am convinced that if we become serious about dealing with some of these roadblocks, that we can make considerable progress in a short while. Our emphasis has to be on being serious, however.

Colleges and universities have only recently begun to question seriously their long tradition of assuming little or no direct responsibility for the denial of equal opportunities for higher education to low income, minority youth. It is sheer hypocrisy to shift all blame onto elementary and secondary education for the failure to prepare adequately these young men and women for college. Most of the reasons typically given by colleges and universities for limited or no involvement with "high-risk, disadvantaged" high school graduates, such as lack of funds, enrollment pressures, political barriers, fear of lowering institutional standards, lack of faculty support, inflexibility of the institution's system, and priority commitment to regular students are hypocritical.

Resistance to fundamental reform is ingrained in the American Higher Education tradition and its 300 years of historic policy. It may very well be, however, that the confluent forces of two groups of students and potential students may rise to free the university grown stale, defensive, and cynical about its meaning and value to society. One group, now in college, has grown restive and is demanding to take charge of making the changes needed in the direction of what they call relevance -- to the ideals and ideas of a humane society. The other group, now excluded from college, is desperately in search of genuine opportunities to get in and share the goods of society.

These youth portend significant change. Perhaps in response to the expressed needs of these students, higher education may find the opportunity to examine itself, locate its weaknesses, and call for its own renewal.

Higher education can go a long way in this direction of renewal by a reexamination of one of its deep-rooted, elitist assumptions -- its skepticism regarding the ability of the "disadvantaged, high-risk" student to improve significantly his academic proficiency. We very often find a uncritically accepted judgment among university faculty, and administrators -- who otherwise are liberal and sympathetic to the problem -- which regards with deep suspicion the possibility that disadvantaged youth can successfully and profitable cope with the demands of a college education. Although ready to concede the need for making equal opportunities for higher education available to the Negro and minority poor in order to rescue those who do have the talent to rise above their circumstances, there is a profound and sad disbelief among most of our colleagues, that all but a small minority of the poor and disadvantaged can make it in college, given their present status and lack of preparation. Accordingly, the skepticism is masked in good will and in recommendations for improving the high schools; for special post high school pre-college preparatory programs: or, finally, for massive remediation programs to help the student overcome his "cognitive" and motivational" deficiencies while in college. In effect, the operating assumptions even of our liberal intellectuals perpetuate, without serious question, the judgments of our high schools and their national achievement tests regarding the poor academic ability of disadvantaged students. Their fears are for the lowering of academic standards, for diminishing the excellence of the curriculum at the university, for deflecting resources from their main purposes, and for assuming responsibilities that rightly belong elsewhere. What seldom, if ever, is questioned or placed in doubt is the essential validity and relevance of the academic program itself. How and on what basis are high standards and excellence of curriculum and teaching determined? In fact, they are about as valid and objectively grounded as their assumptions and fears about the academic potential of disadvantaged students. That is to say, there is no valid theory or research to support either set of assumptions. Of course, this is not to say that many, even most, of the disadvantaged students do not present special problems and difficulties because of their poor prior academic preparation.

Obviously, a great deal needs to be done to improve the elementary and secondary schools. But, rather than simply accepting largely unsubstantiated claims about the nature, degree and scope of the students' academic deficiencies, we need to reexamine these assumptions, and explore the possibilities that better supportive services, revisions in the college curriculum and in our methods of teaching may significantly enhance the academic performance of disadvantaged students, even at the level of higher education. We may even find that not nearly as many of the "high risk" disadvantaged students are such "high risks" after all. It may well be that they haven't missed very much that cannot be quickly repaired under favorable educational circumstances. The experience, the Experiment in Higher Education at Southern Illinois University, along with that of others who are involved in programs of higher education for the disadvantaged, suggests some assumptions and directions that are different from the many commonly accepted ones.

One of the underlying assumptions that must guide serious programs in Higher Education for disadvantaged youth is that the typical college or university of today is substantially devoid of meaning for many middle or upper class youth, and has even less relevance in its programming for "lower class" youth. To provide a more relevant college experience, especially for the disadvantaged, therefore, calls for some fundamental revision and restructuring of the total academic program -- its curriculum and methods of instruction, its counselling and supportive services.

Of equal importance in guiding the development of any program of higher education for the disadvantaged is a commitment to test once again, and hopefully destroy once and for all, some of the continuing myths and unsubstantiated claims regarding the ability of indigent, low-achieving high school graduates to successfully complete a college education. Chief among these myths and most pertinent to any program of higher education is that most youth who drop out of high school or who graduate in the lower range of their class either inherently lack intellectual competence, or their abilities have been too seriously atrophied by their environment to make any remedies feasible. It is my conviction that any genuine and serious program of higher education for the disadvantaged will not be able to judge either the ability of students or its own effectiveness unless it commits the faculty and resources required to establish and maintain a total program of college education.

The fact is that a variety of programs have been undertaken by colleges and universities in Appalachia to remedy the inadequacies of low-achieving students. But all of these programs have approached the problem in piecemeal fashion. That is, they have been designed to remedy one or another of the presumed behavioral or motivational deficiencies of the youth by the following means:

1. Remedial methods and technique to upgrade language and communication skills.

2. Intensive guidance, counselling, and tutoring to improve poor motivation or personal "well-being."

3. Financial assistance along with one or another of the above.

But there have been very few efforts to develop and design a program which integrates all the above as part of an overall educational environment. It is only as serious efforts are made to do this that we will ever be in a position to assess the value of any special component indicated above.

It should be the intent of each college and university represented in this Council of Colleges on Appalachian Youth to design a program of higher education that will actively and effectively recruit, enroll and educate high risk students in the Appalachian region and will serve as a model which can be adapted or simulated by other institutions of higher education in the region. This should be our mandate.

The developmental stages which must be formulated by each school's program and which must be activated in order to realize the objectives are:

I. Commitment of the Institution

seriously to the development of a program in higher education for high risk Appalachian youth.

Obviously the success or failure of such a program will rest largely on the genuine commitment of an institution to serve low income, high risk students, and the readiness to alter its policies and practices to meet effectively the educational needs of the target population. Above all, this means that the institution is willing to experiment with the arrangement and rearrangement of all the educational resources it has at its command to focus upon an educational process for high risk students in terms of:

a) Academic Enrichment and Revision

of the regularly prescribed curriculum and methods of instruction by means of innovations in curriculum content and pedagogic technology.

b) Supportive Counseling, Tutoring and Remedial Services

to help the student in dealing with special academic deficits and personal problems that might affect his academic performance, i.e., study habits, motivation to learn, identity, reading, family and peer relationships, etc.

c) Work Experience and Financial Assistance

as a means of engaging the student, as an integral part of his education, in meaningful and useful work experience in the community.

II. Recruitment and Selection of Students

A. Criteria for Selection

There is a tendency on the part of many "pilot" or "demonstration" programs in education for the disadvantaged to "cream" the target population in an effort to ease the burden and help insure a measure of success. Care must be taken to assure guard against their tendency by establishing criteria for the selection of students who fit an articulated definition of "High Risk: Appalachian" students.

I suggest the following definition of high risk students:

High risk students are those who lack the usual credentials of acceptable grades and test scores, but not the ability to succeed in college. They are, as John Egerton of the Southern Education Reporting Service has stated,

> .... the long shot prospects of success, but who demonstrate some indefinable and unmeasurable quality -- motivation, creativity, resilience, leadership, personality, or whatever -- which an admissions office might interpret as a sign of strength offsetting the customary indicators of probable success.

Simply stated, a high risk Appalachian student is one who can expect to gain admission -- if he bothers to seek it -- only at a junior college or a small black college in the South. To the college admissions department or a high school guidance counselor, his records usually show that he:

> .... is from a home where low economic standing is only one of many socially complicating problems;
>
> .... has an erratic grade school and high school record, showing alternatively high and low achievement;
>
> .... has had at least one major discipline problem during his school career;
>
> .... has low standardized test scores but a high I.Q. if tested nonverbally.

He is, in short, the product of a deprived environment, and unless some special action is taken, his talent will be untapped and his future blocked.

III. Curriculum Development

The planning and development of a two-year educational program should be undertaken which would introduce test and use curriculum materials and pedagogic devices that are deemed especially appropriate to help the high risk student exercise and develop academic ability in order to succeed in the accomplishment of academic tasks at a rate and level of competence not possible in traditional-conventional programs.

Several principles must be formulated into requirements to guide the successful development and operation of a curriculum that is pertinent to the needs of high risk students:

1. A college-level, fully accredited curriculum

The program should enroll students as freshmen entitled to all the privileges the University assigns to that status and should allow college credit for all courses offered and successfully completed by the students. This statement is made on the assumption that no purely remedial courses will be offered, but only courses that demand the level of performance of the student that is usually required by colleges and universities, with remediation integrated into that perspective.

The program must be conceived as a fully accredited, college level course of study, and the students must not be considered anything other than fully matriculated college students. Though special components and other tutorial, supportive counseling and skills-development services will be included in the overall program design, this should not preclude the enrollees from doing college level work, even work beyond that normally required of entering freshmen. There is a great difference between including remediation in an ongoing college curriculum and labeling the whole program content "remedial."

2. Course and subject matter coordination and integration

From an overall viewpoint, the curriculum design should be guided by a conscious and systematic effort to integrate subject matter in order to provide a meaningful correlated body of knowledge most "tuned in" to the experiences and environment of the student population. This objective should employ two approaches:

a. A strategic utlization of the traditional subject areas between which the basic relationships are immediately discernible;

b. A specially designed "counseling-tutorial" program structured to serve curriculum integration.

Remedial efforts and services in communication skills must tie in with course content and the interdisciplinary approach, and the use of seminars should be regarded as an important vehicle which, among others, also serves that end. In short, the integration of knowledge and learning, using an indictive, problem-solving technique, is the main thrust of the curriculum and all curriculum elements -- indeed all program elements -- should be employed in that pursuit.

Development of the curriculum should focus on a revamping of the traditional approaches and methods to provide a vehicle which identifies the school as a vital element in and of the community, and which explores those aspects of the community which profoundly affect the life and character of the students. The task is to devise a curriculum in which classwork and social life cohere and into which can be reconstructed some of the genuine human satisfactions that can be derived from the pursuit of knowledge.

IV. Supportive Services

The development and provision of a coordinated system of supportive services is essential to the successful accommodation of "high risk" students to the academic and social demands of the college environment. Counselling, tutorial, remedial and financial assistance services must be viewed as integral components of the overall planning process.

Central to the development of a coordinated system of supportive services is the counselling process. It is primarily through the planning, design and implementation of a viable counselling function that the various elements or supportive services can be effectively organized into mutually reinforcing experiences for enhancing the successful academic performance of the high risk students. Viewed in these terms, however, counselling needs to be changed from the current status and functions it serves in most college settings.

Even at its best, there is serious question about counselling as a useful tool of guided behavioral development and change, and particularly so for culturally and economically disadvantaged youth. "I am not at all sure that what we do in the counseling relationship is meaningful in the life of a youth whose conditions of life deny at crucial points the validity of democracy's promises and humanity's hopes. It is generally acknowledged by counselors who have worked with economically disadvantaged youth that once the process of social maladaptation has begun, their successes are the exception rather than the rule. Indeed, when these successes do occur, it is only when changes in the condition of the student's life are experienced by accident or though significant, positive intervention in those conditions." 1/ It is not the insulated counselling relationship -- however

1/ E.W. Gordon, "Counselling and Guidance for Disadvantaged Youth" in Guidance and the School Drop-out, HEW, 1964, at 196.

humane and warm that person to person approach -- that has significance, but the mainstream of life experiences in which the student interacts with objective and subjective "realities." Consequently, the focus of counselling efforts at behavioral change and growth must be on the guided interaction of the student with his environment. In brief, the counselling function must be oriented to the design and provision of "environmental encounters" calculated to best complement the student's potential and need.

The tendency of the professional counselor has been to level his sights on the psychic factors, conscious or unconscious, within the individual. And the aim of this approach has been geared to the adjustment of the individual to his environment, even when that environment contains many elements which are destructive to the best interests of the counselee himself. Adequate consideration is, therefore, not given to the concrete realities in the lives of many youth which impede or retard their development, educationally or socially. In seeking to meet these needs of underprivileged youth, an approach which does not take into consideration their special conditions of life and which does not concern itself with modifying these, is unrealistic and severely limited in its effectiveness.

V. Staff Development

If any of the foregoing statements about educational philosophy and approach -- or the various proposed program components considered individually or collectively -- are to materialize into a genuine viable project that is germane to the educational needs of Appalachian youth, it is of the utmost importance that a process of conscious and systematic staff development is organized and maintained on a continuous basis from the beginning planning stages throughout the operational stages of the program.

Among the critical issues which must be addressed are:

1. Recruitment and selection of staff -- both quality and quantity -- in light of the various functions that must be performed as cited above.

2. Organization and structure of governance in order to achieve an effective decision making process for operating the program.

3. Relationship of full and part-time staff of the program to faculty and staff of the host institution.

4. Staff orientation and training strategies geared to the establishment and preservation of "quality control" essential to program development and operation.

Ladies and Gentlemen, by adopting programs such as the one I have suggested, we can meet the challenge that the Appalachian youth crisis puts before us. Colleges can no longer practically or morally avoid assuming responsibility for educating those who would otherwise remain society's outcasts. To think of adopting such a program for high risk students would be a most heartening step forward for all our regional colleges. I encourage us to proceed with just one caution: before we embark upon a crusade to save those who are "less fortunate" than we, let us get the moat out of our own eyes. To those of you from Christian colleges, don't embark upon a program for the disadvantaged because its a "good" thing to do. Do it because your love of Christ leaves you no other choice.